DOCUMENT RESUME

ED 374 142 TM 022 052

AUTHOR Muenzen, Patricia M.
TITLE Information Management and Report Generation System for a State-Based Teacher Performance Assessment Program.
PUB DATE 4 Apr 94
NOTE 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Beginning Teachers; *Databases; *Data Collection; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Information Management; Information Systems; Program Development; Scoring; *State Programs; *Teacher Evaluation
IDENTIFIERS *Beginning Educator Support and Training Prog CT; Performance Based Evaluation; *Report Generators

ABSTRACT

The Beginning Educator Support and Training (BEST) Program (a performance-based assessment program) was developed to enable the Connecticut State Department of Education to implement legislation requiring beginning teachers to achieve a satisfactory evaluation on a professional knowledge clinical assessment during their initial year of teaching. The management system for the BEST program is an example of a response to the new data collection and generating demands of professional assessment. The yearly cycle of the BEST program is supported by a database management system that provides for data storage, scoring, and reporting. In the most recent implementation year, data was received, scored, and processed for more than 650 assessors, 900 beginning teachers, and 3,000 assessments. A description of the relational database for the program offers practical examples for management of a performance-based assessment program. Three figures illustrate the assessment model. Appendixes include a score sheet, letters for the score report and assessment completion, a ratings form, and a sample assessment report. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 374 142

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
PATRICIA M. MUENZEN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Information Management and Report Generation System for a State-Based Teacher Performance Assessment Program

Patricia M. Muenzen
Professional Examination Service
475 Riverside Drive, 7th Floor
New York, NY 10115-0089

Paper presented at the annual Meeting of the American Educational Research Association
New Orleans, LA, April 1994.

TM022052

BEST COPY AVAILABLE

Information Management and Report Generation System for a State-Based Teacher Performance Assessment Program

The Beginning Educator Support and Training (BEST) Program is a performance-based assessment program developed to enable the Connecticut State Department of Education (CSDE) to implement the legislative requirement that beginning teachers "achieve a satisfactory evaluation on a professional knowledge clinical assessment" conducted during the initial year of teaching (Section 10-145f of the Connecticut General Statutes). The BEST program has a dual focus of evaluation and support — teachers enrolled in the assessment program are supported through a mentoring relationship with an experienced teacher. Beginning in July 1989, successful completion of the BEST Program was established as one requirement for eligibility for a provisional teaching certificate.

In the BEST program, each teacher is observed in the classroom up to six times at regular intervals during the initial year of teaching by assessors who have met established standards of proficiency in rating teacher performance. Each observation is conducted by a different assessor, who rates the teacher on the 10 indicators and 22 defining attributes of effective teaching performance defined in the assessment instrument, the *Connecticut Competency Instrument* (*CCI*). Successful completion of the program is based on achieving an acceptable pattern of performance on each *CCI* indicator across observations. Program completion can be achieved after between three and six assessments. At the sixth assessment, all teachers who have not yet completed the program are evaluated and assigned a performance standard of Acceptable, Conditional, or Unacceptable. Teachers in the Conditional and Unacceptable performance categories are eligible for a second year in the BEST program, and up to six additional assessments.

The yearly cycle of BEST program activity is as follows: conduct of assessor proficiency training exercises and determination of assessor proficiency (late summer to fall), conduct of classroom observations of beginning teachers by proficient assessors (December through June), determination of program completions (December through June), and the periodic calculation of summary statistics for the implementation year. The *CCI* database management system was developed and refined over the course of the four program implementation years (1989–90 to 1992–93) to provide for data storage, scoring, and reporting needs associated with the program cycle. In the most recent implementation year, data was received, stored, and processed for more than 650 assessors, 900 beginning teachers, and 3000 assessments.

Database Structure

The *CCI* database is maintained on a SPARC 470 minicomputer using the SunOS V4.1.1 (UNIX) operating system. *CCI* data storage and scoring applications are written in Progress V5.1 fourth generation language/relational database management system (4GL/DBMS). Score report applications are performed using a combination of Progress 4GL and UNIX shell scripts. Database operation is entirely menu-driven, with data verification, scoring, and reporting functions activated by selecting menu options. All database applications are fully portable to a PC environment.

The database system consists of several separate data files (beginning teacher demographic/professional data, assessor demographic/professional data, school district superintendent data, assessor proficiency ratings, raw assessment ratings, and verified assessment ratings). The beginning teacher and assessor databases are copies of data files maintained by the State for other purposes. The data structure for each file was duplicated in the *CCI* database system to ensure comparability and to facilitate data updates. Data for both the assessor proficiency exercises and the beginning teacher assessments is recorded on optically-scannable sheets. Scanned information from these sources is uploaded into the system. Because the *CCI* database management system is fully relational, linkages are possible among all of the above sources of assessment-related data. The data files and their linkages are displayed in Figure 1.

Insert Figure 1 about here

The teacher's Social Security number (SSN) facilitates the linkage between three separate files containing the raw and verified assessment data and the teacher demographic/professional data. Raw and verified assessment ratings and data on assessor proficiency and demographic/professional profile are similarly linked by the assessor's SSN. The school district data file is linked to the beginning teacher data file by school district code, which is contained in both files.

Operation of Database Management System

Assessor Proficiency Database Operations: Each year, potential assessors undergo training and must demonstrate proficiency on a final assessment exercise in order to become eligible to conduct assessments using the *CCI*. New proficiency exercises are administered each year, and different forms are administered to novice assessors and to participants who have demonstrated proficiency previously. During each implementation year, scoring and reporting applications are tailored to the particular proficiency exercises administered. Regardless of the form of the exercise, trainee performance is recorded by assessor trainers on optical scanning forms. A copy of the optical scanning form used to record assessor proficiency data is attached as Appendix A.

CCI database menu selections activate the following sequence of applications: 1) uploading of scanned data into the assessor proficiency data file, 2) data verification, including checks for missing data and verification of the assessor's SSN against the assessor demographic data file, 3) scoring, 4) pass/fail determination, and 5) generation of letters and score reports appropriate to the pass/fail status of each assessor.

A sample letter and associated score report, generated for an assessor who failed the proficiency exercise, are presented in Appendix B. The assessor's name and address are extracted from the assessor demographic data file and printed on the letter. The CSDE stationery is created through the printing of files containing scanned and stored images of the State seal and the State Board of Education seal. The signatures at the close of the letter are also printed from stored images.

Daily BEST Assessment Database Operations: After conducting a classroom observation, the

proficient assessor records the following data on an optically scannable form: the beginning teacher's name and SSN, the assessor's name and SSN, the date and time of the assessment, and the ratings for each *CCI* indicator and defining attribute. A copy of the scannable *Assessor Ratings Form* is attached as Appendix C. The assessor forwards the completed optical scanning sheet to the database manager. Within 24 hours of receipt, the data is scanned, verified for accuracy, and printed on an Assessment Report which is mailed to the beginning teacher. This rapid turnaround time was established to facilitate prompt receipt of feedback and afford teachers the opportunity to remediate any noted deficiencies prior to the next assessment.

The flow of daily assessment data processing, summarized in Figure 2, is outlined in greater detail below.

Insert Figure 2 about here

Because of the importance of ensuring the integrity of assessment data, several quality control procedures were implemented to verify data prior to the generation and dissemination of Assessment Reports. As a first step in ensuring accuracy, assessment ratings data is initially loaded into a raw data file (the structure of this file duplicates that of the verified ratings data file). Next, linkage verification routines are executed to ensure that for each raw data record, the beginning teacher and assessor SSNs match those maintained in their respective demographic data files. The SSN verification routines are outlined in Figure 3.

Insert Figure 3 about here

If a matching SSN is not found for the beginning teacher in the teacher demographics file (typically due to mis-bubbling of the scannable form containing the assessment ratings), the demographics file is then searched for records with the same teacher name. The name and SSN from the teacher demographics data file are presented on-screen, along with the name and SSN from the raw data record. The database operator edits the SSN from the raw data record on-screen so that it matches the "official" SSN from the demographics file. This routine is then executed for each non-matching assessor SSN, where the assessor demographic data file is searched for the correct SSN. These routines not only ensure accurate linkages among the assessment ratings, beginning teacher, and assessor data files, but they also ensure that all assessment ratings data for a single teacher will be stored using a single identification number (the teacher's SSN as it appears in the beginning teacher data file).

Following SSN verification, the raw data is transferred to the verified assessment ratings data file. The data transfer program contains additional programming controls to identify and prevent the transfer of raw data records containing missing data, and/or violation of decision rules (the rules used for determining an indicator score as a function of the underlying defining attribute scores). All flagged records remain in the raw data file. The problematic data is then documented on a standardized form, which is transmitted to a central management agency responsible for resolving the discrepancies. Only when the data corrections have been received and entered into the record can the record be transferred to the verified *CCI* ratings data file and

an Assessment Report be generated.

Following data verification, routines are initiated to: 1) print Assessment Reports for all verified assessment records loaded into the *CCI* ratings database on that date; 2) print mailing labels for all Assessment Reports, using the teacher name and address listings in the teacher demographic data file; and, 3) generate a log of all Assessment Reports processed. The Assessment Report is a cumulative record of the teacher's performance. It contains the ratings from the current assessment as well as the ratings for up to five previous assessments. A sample Assessment Report is presented in Appendix D. This report was generated after loading data for a teacher's fifth classroom observation. The report presents this teacher's cumulative progress through the assessment program, in that the stored data from the teacher's previous four assessments is presented in addition to the data from the current (fifth) assessment.

The rules for making high-stakes certification decisions are incorporated into a programming application, which is executed each time new observations are loaded into the system. The application scans all *CCI* ratings on file for each beginning teacher, calculates the number of acceptable performance ratings for each indicator, and applies decision rules to determine whether the teacher has achieved an Acceptable, Conditional, or Unacceptable performance standard. [For teachers in their second year in the program, the calculation to determine whether the Acceptable performance standard has been achieved is applied to the most recent six observations on file. This is in keeping with the mentoring and training focus of the program, in that performance is expected to improve over time.]

For each teacher who achieves an Acceptable, Conditional, or Unacceptable performance standard, programming routines produce three copies of the following documentation: a Composite Assessment Report which summarizes performance across all assessments contributing to the status determination, and a cover letter appropriate to the performance standard achieved. Teacher name and address information is extracted from the teacher demographic data file and printed on the cover letter.

A sample cover letter and associated Composite Assessment Report are presented in Appendix E. [This documentation was generated for the beginning teacher whose Assessment Report was previously presented in Appendix D, at a later point in the same daily sequence of data processing.] Based on calculations applied to the five data records for this teacher stored in the verified ratings file, the teacher achieved the Acceptable performance standard.

After letters and Composite Assessment Reports are produced, programming applications are invoked to produce a log of all program status determinations made on that date (i.e., Acceptable, Conditional, or Unacceptable performance standard achievements), and to record the performance standards achieved in the relevant teacher demographic data records. Using the log, the CSDE reviews each teacher for completion of other certification program requirements before authorizing release of the letters and Composite Assessment Reports. Upon authorization, one of the three printed copies is sent to the beginning teacher, the second is sent to the CSDE, and the third is held for monthly transmittal to the teacher's school district office.

On a monthly basis, a program is run to identify all school districts in which beginning teachers achieved Acceptable, Conditional, and Unacceptable performance standards during the preceding month. This program first scans the verified ratings data file to identify all teachers who achieved a performance standard during the month, then locates the school district codes for these teachers in the teacher demographic data file, then locates the superintendent names and addresses associated with these school district codes in the school district data file, and finally prints mailing labels for the relevant district superintendents. These labels are used for the monthly transmittal of performance standard achievement documents to the school districts in which the teachers are employed.

Report Writing and Data Analysis Functions: A Progress report-writing application was integrated into the *CCI* database management system to enable on-screen report design. This application permits the compilation of simple reports, and is used to produce lists of data records meeting specified criteria on an as-needed basis (i.e., list of all assessments conducted by a certain assessor; list of all teachers in a certain school district who were assessed during a given school year). For the more complex year-end data analyses, which require the use of a statistical software package, a data export application extracts the necessary data. Because the *CCI* database is fully relational, assessor and beginning teacher demographic and professional data can be extracted along with the assessment ratings. Year-end performance of the teacher cohort can then be examined according to teacher race/ethnicity, sex, subject area taught, grade level, school district, and any other variable maintained in the teacher data file. Performance can also be examined according to assessor variables, such as stringency/leniency, number of assessments conducted, and professional background (e.g., teacher, principal).

Discussion

The recent shift toward more authentic assessment has generated new data collection and reporting demands. The above-described information management system, developed in the context of a teacher certification program, offers an example of how one group responded to those demands. The BEST Assessment Program data management system may provide a model for other groups employing complex performance-based assessments. Database designers may wish to consider such issues as: Can existing sources of data be incorporated into the information management system? What verification routines can and/or should be implemented? Can the system provide for diverse information needs, such as storage of data from multiple assessments, and generation of detailed score reports, daily assessment activity summary reports, and descriptive statistical analyses? The relational database system described herein offers practical examples of how these issues were addressed for one performance-based assessment program.

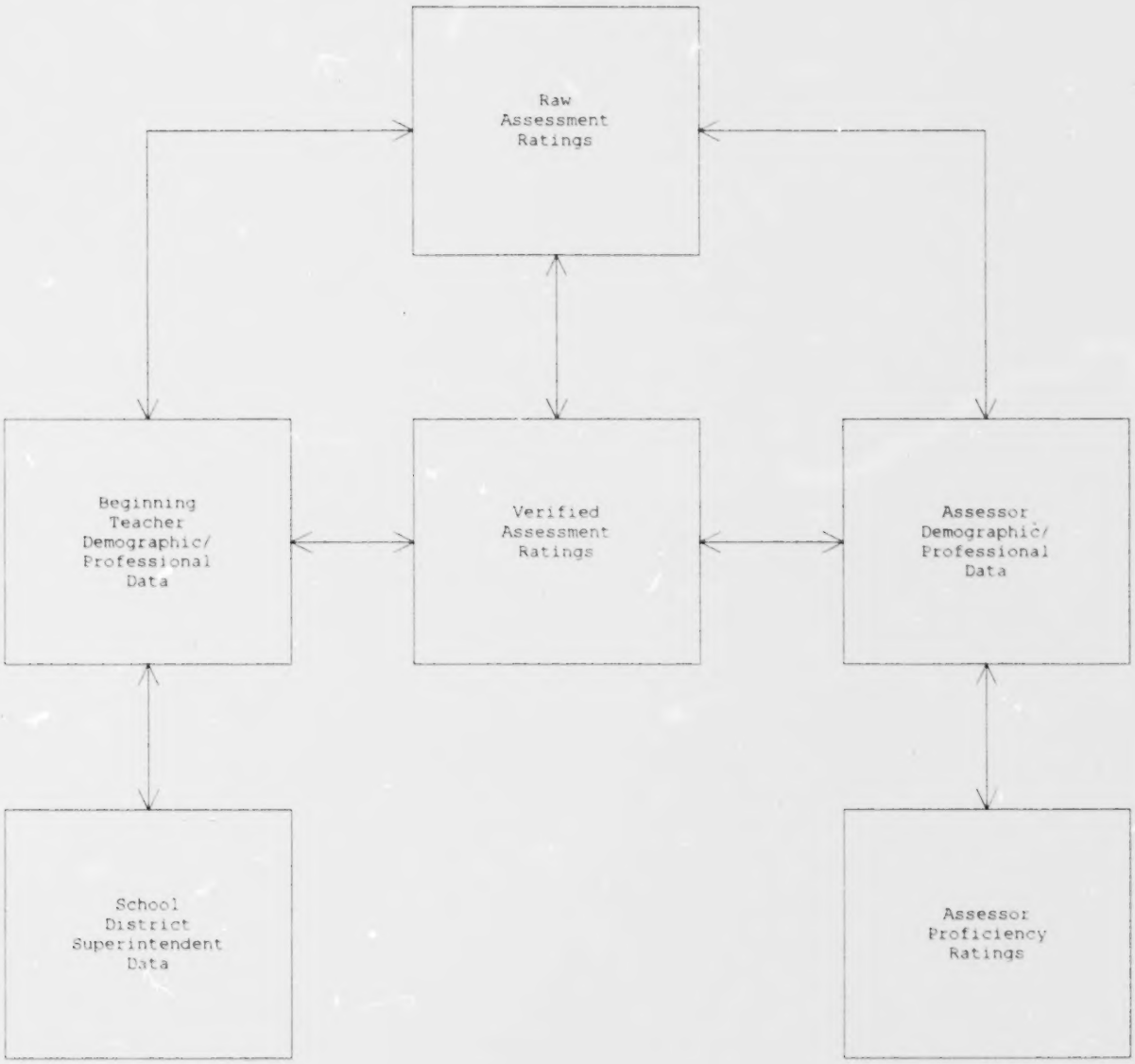

Figure 1: CCI data files. Linkages are denoted by lines connecting files.

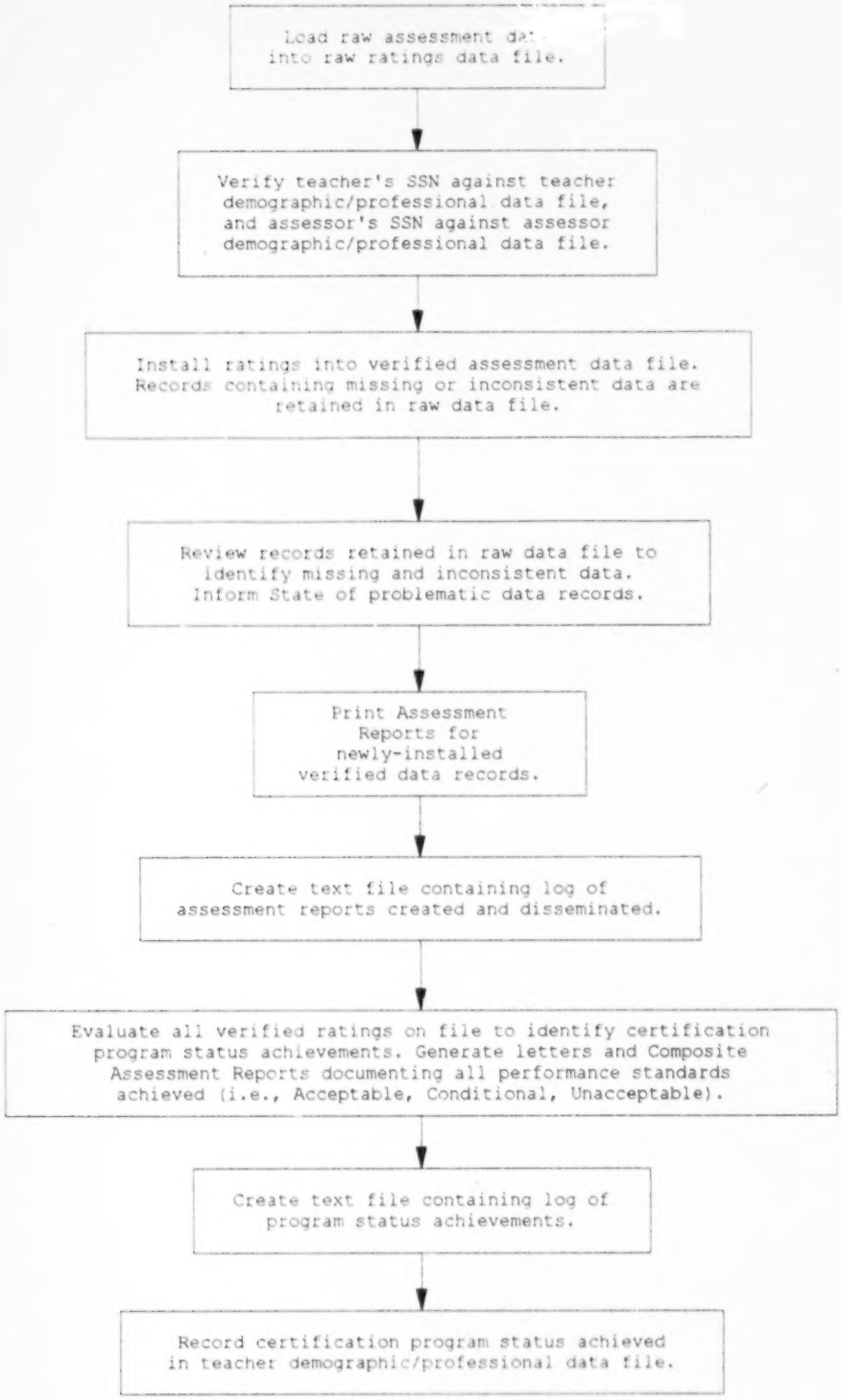
Load raw assessment dat
into raw ratings data file.
Verify teacher's SSN against teacher demographic/professional data file, and assessor's SSN against assessor demographic/professional data file.
Install ratings into verified assessment data file. Records containing missing or inconsistent data are retained in raw data file.
Review records retained in raw data file to identify missing and inconsistent data. Inform State of problematic data records.
Print Assessment Reports for newly-installed verified data records.
Create text file containing log of assessment reports created and disseminated.
Evaluate all verified ratings on file to identify certification program status achievements. Generate letters and Composite Assessment Reports documenting all performance standards achieved (i.e., Acceptable, Conditional, Unacceptable).
Create text file containing log of program status achievements.
Record certification program status achieved in teacher demographic/professional data file.

Figure 2: Daily flow of teacher assessment data processing

BEST COPY AVAILABLE

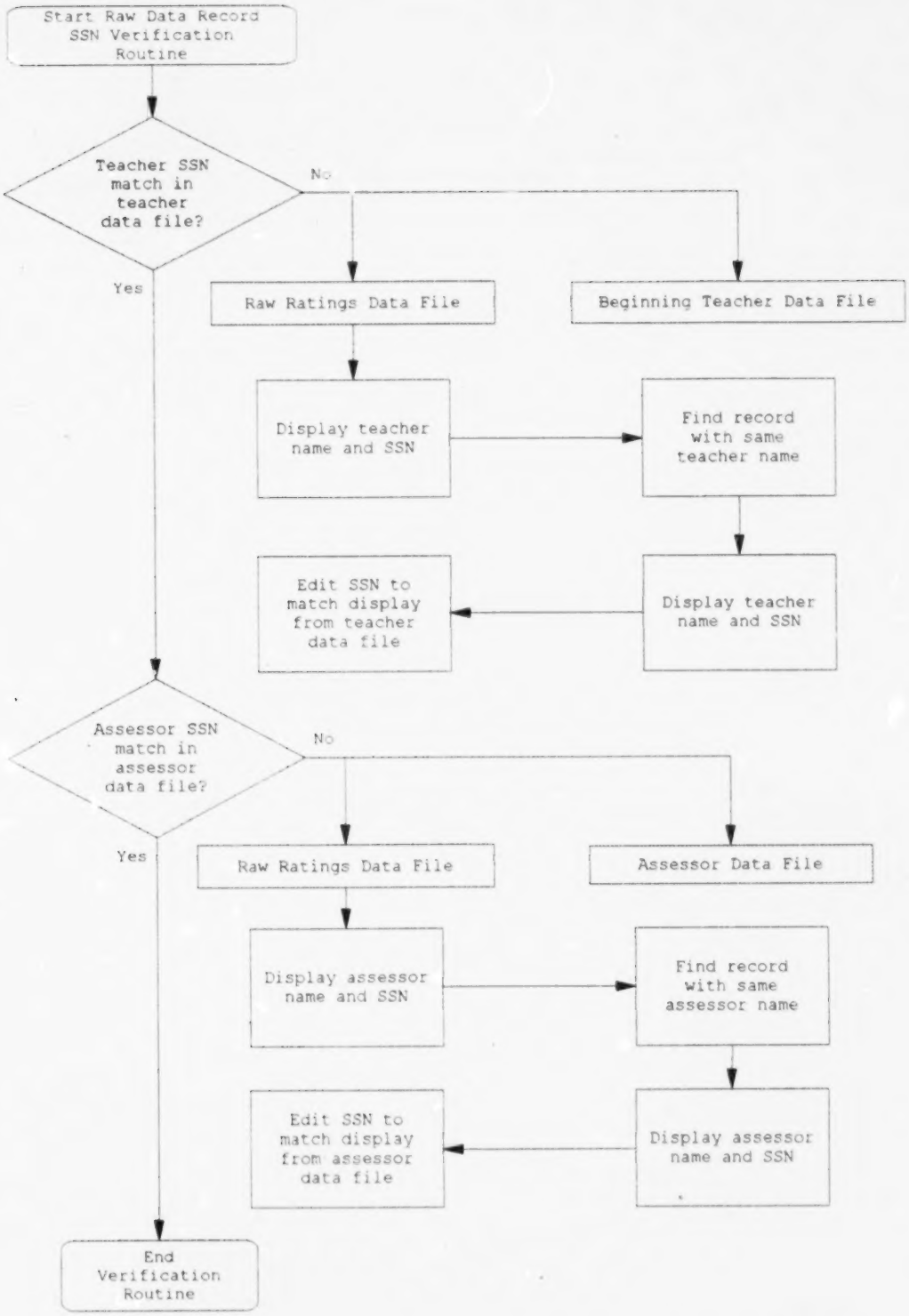
Start Raw Data Record SSN Verification Routine
Teacher SSN match in teacher data file?
No
Yes
Raw Ratings Data File
Beginning Teacher Data File
Display teacher name and SSN
Find record with same teacher name
Edit SSN to match display from teacher data file
Display teacher name and SSN
Assessor SSN match in assessor data file?
No
Yes
Raw Ratings Data File
Assessor Data File
Display assessor name and SSN
Find record with same assessor name
Edit SSN to match display from assessor data file
Display assessor name and SSN
End Verification Routine

Figure 3: Teacher and assessor Social Security number raw data verification routine. Raw data records are compared to corresponding demographic data records.

BEST COPY AVAILABLE

Mark Reflex by NCS EP-39455:32 A4700 Printed in U.S.A.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

HARTFORD, CONNECTICUT

- ○ Initial Proficiency
- ○ Update Proficiency
- ○ Reliability Check
- ○ Other

Proficiency/Reliability Score Sheet

Connecticut Competency Instrument

Assessor's Name

LAST NAME (Skip a space) FIRST NAME (Skip a space) MIDDLE INITIAL

Assessor's ID (SS#) - -

Site

Code

A	B	C	D	E	F

Evaluator's Name

LAST NAME (Skip a space) FIRST NAME (Skip a space) MIDDLE INITIAL

Evaluator's ID (SS#) - -

Video Tape/Teacher's Name

LAST NAME

Today's Date

MONTH	DAY	YEAR
○ Jan		
○ Feb		
○ Mar	0 0	0 0
○ Apr	1 1	1 1
○ May	2 2	2 2
○ Jun	3 3	3 3
○ Jul	4 4	4 4
○ Aug	5 5	5 5
○ Sep	6 6	6 6
○ Oct	7 7	7 7
○ Nov	8 8	8 8
○ Dec	9 9	9 9

Documentation Adequate (Y) (N)

Indicator	C.C.I. RATINGS				EVIDENCE									
	Indicator Ratings		Defining Attribute		Both Sides?		Appro-priate?		Compre-hensive?		Linked?		Specific?	
	Acceptable	Unacceptable	Acceptable	Unacceptable	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
IA	(A)	(U)												
IA1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IA2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IA3			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IB	(A)	(U)												
IB1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IC	(A)	(U)												
IC1			(a)	(u)	Are Sweeps Adequate?				(Y)	(N)				
IC2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
ID	(A)	(U)												
ID1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIA	(A)	(U)												
IIA1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIA2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIA3			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIB	(A)	(U)												
IIB1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIB2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIC	(A)	(U)												
IIC1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIC2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IID	(A)	(U)												
IID1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IID2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IID3			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIE	(A)	(U)												
IIE1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIE2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIE3			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIIA	(A)	(U)												
IIIA1			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)
IIIA2			(a)	(u)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)	(Y)	(N)

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

March 25, 1994

mc-089

Name
Address
City/State/Zip

Dear ( ):

We are writing to inform you of your proficiency status following the assessor proficiency exercise(s) you recently completed in connection with the Beginning Educator Support and Training (BEST) Program.

The criteria for determining assessor proficiency are very stringent, and we are sorry to inform you that your scores do not meet the proficiency standard at this time. We recognize, however, the significant commitment you have made to this program by your involvement to date. We are asking you to continue your support of the BEST Program this year by participating in a support session for assessor candidates who do not initially meet proficiency standards. Information regarding support sessions is enclosed.

Enclosed is a report of your scores on the proficiency criteria for the videotape(s) you rated. If you have any questions about the criteria that were applied in evaluating your evidence, please refer to the Assessor's Handbook.

The standards reflect the importance of ensuring that assessors can reliably assess beginning teacher performance. Assessment for licensure is governed by state and federal guidelines as well as Equal Employment Opportunity Commission (EEOC) guidelines for assessment validation. Therefore, assessor proficiency standards are critical to the educational and legal defensibility of the Connecticut Competency Instrument and the assessment process.

We look forward to your continued participation in the program. If you have any questions about the process for establishing proficiency this year or about the support sessions, please do not hesitate to call Sheila Brown at (203) 566-8263.

Sincerely,

Abigail L. Hughes

Abigail L. Hughes
Chief
Bureau of Professional Development

Raymond L. Pecheone

Raymond L. Pecheone
Chief
Bureau of Research and
Teacher Assessment

EVALUATION OF ASSESSOR DOCUMENTATION, EVIDENCE, AND RATINGS

Assessor: ID#: Date:
Location: Tape:

KEY: Y = Correct; N = Incorrect					
C.C.I. RATINGS		**EVIDENCE**			
Indicators with Defining Attributes	Assessor Ratings	Appro-priate?	Compre-hensive?	Linked?	Specific?
IA. Positive Environment	N				
1. Rapport	N	Y	Y	Y	Y
2. Expectations	N	Y	Y	Y	Y
3. Physical Environment	N	Y	Y	Y	Y
IB. Standards of Behavior	N				
1. Maintained	N	Y	Y	Y	Y
IC. Student Engagement	N				
1. Engagement	N	Adequate Number of Sweeps? Yes			
2. Re-engagement	N	Y	Y	Y	Y
ID. Routines & Transitions	Y				
1. Effective	Y	Y	Y	Y	Y
IIA. Content*	N				
1. Choice	N	Y	Y	Y	Y
2. Difficulty	N	Y	Y	Y	Y
3. Accuracy	N	Y	Y	Y	Y
IIB. Structure for Learning†	Y				
1. Initiations	N	Y	Y	Y	Y
2. Closures	Y	Y	N	Y	Y
IIC. Lesson Development*	Y				
1. Development	Y	Y	N	Y	Y
2. Arrange/Materials	Y	Y	Y	Y	Y
IID. Questioning*	Y				
1. Level	Y	Y	Y	N	Y
2. Responses	Y	Y	Y	Y	Y
3. Involvement	Y	Y	N	Y	Y
IIE. Communication*	N				
1. Precision	N	Y	Y	Y	Y
2. Clarity	N	Y	Y	Y	Y
3. Oral Expressions	N	Y	Y	N	Y
IIIA. Monitor & Adjust*	Y				
1. Monitoring	Y	Y	N	Y	Y
2. Adjusting	Y	Y	N	Y	Y

SCORES:

Area Rated	Score	Proficiency Standard
Documentation	1	1
Evidence Score	78	72
Correct "Acceptable" Critical Indicators	3	4
Correct "Unacceptable" Critical Indicators	1	1

* "Acceptable" Critical Indicator
† "Unacceptable" Critical Indicator

Turn Over For Instructions

BEST ASSESSMENT PROGRAM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Assessor Ratings Form

Beginning Teacher's Name

LAST NAME (Skip a space) FIRST INITIAL

Beginning Teacher's SS#

Total Time Observed

(in minutes)

AM

PM

Assessment Date

MONTH	DAY	YEAR
Jan		
Feb		
Mar		
Apr		
May		
Jun		
Jul		
Aug		
Sep		
Oct		
Nov		
Dec		

# of Students

Beginning Teacher's School: _____

Beginning Teacher's District: _____

Beginning Teacher's Subject: _____

Beginning Teacher's Grade Level: _____

Assessor's Name

LAST NAME (Skip a space) FIRST INITIAL

Assessor's SS#

Incident Report Filed

Yes

No

Special Codes

A B C D E F G H I J

Indicator	C.C.I. RATINGS			
	Defining Attribute		Indicator	
	Accept	Unaccept	Accept	Unaccept
IA			A	U
IA1	A	U		
IA2	A	U		
IA3	A	U		
IB			A	U
IB1	A	U		
IC			A	U
IC1	A	U		
IC2	A	U		
ID			A	U
ID1	A	U		
IIA			A	U
IIA1	A	U		
IIA2	A	U		
IIA3	A	U		
IIB			A	U
IIB1	A	U		
IIB2	A	U		
IIC			A	U
IIC1	A	U		
IIC2	A	U		
IID			A	U
IID1	A	U		
IID2	A	U		
IID3	A	U		
IIE			A	U
IIE1	A	U		
IIE2	A	U		
IIE3	A	U		
IIIA			A	U
IIIA1	A	U		
IIIA2	A	U		

Printed in USA

Assessor Instructions

INSTRUCTIONS FOR COMPLETING ASSESSOR RATINGS FORM
(To Be Completed After Documentation of Classroom Observation)

Enclose the following with the Assessor Ratings Form:

- Copy of script and T-sheets (evidence form)
- Incident report - **if applicable** (signed by both you and the teacher)
- Assessment Confirmation Form (signed by both you and the teacher)
- CCI Context Information:
  - Pre-Assessment Information Form
  - Pre-Observation Interview
  - Post-Observation Interview
- Assessment Payment Information Form for District Personnel

- Use only a Number 2 pencil.
- Responses must completely fill in each oval.
- Completely erase any marks you wish to change.
- Do not leave smudges on the answer sheet.
- Do not fold or bend any part of the answer sheet.
- Do not make any notes or stray marks.

- Sign this form and hand deliver or mail it to your RESC contact person within 24-48 hours after completing the assessment. **If mailed, do not fold the Assessor Ratings Form.**

(1) **Beginning Teacher's Name (Grid #1).** In the boxes indicated, print the beginning teacher's last name. Skip one box and print the first initial of the teacher's first name. If the entire name does not fit, make sure that the last name is complete and leave out the first initial. When you have printed the beginning teacher's name, go back to the first box where you wrote the first letter of the last name. Fill in the oval containing the same letter as the first letter of the last name. Continue filling in the corresponding oval under each succeeding letter in the name. Where a box has been left blank, make no mark.

(2) **Beginning Teacher's SS# (Grid #2).** In the boxes indicated, write the beginning teacher's social security number. Write one number in each box. When you have done this, go back to the first box and fill in the oval containing the same number as the first digit of the social security number. Continue filling in the corresponding oval under each succeeding number. Zeroes must be treated like any other number. The Beginning Teacher's SS# can be found on the Assessment Confirmation Form.

(3) **Total Time Observed (Grid #3).** In the boxes indicated, write the total time, in minutes, spent observing this class. Fill in the ovals corresponding to the numbers you wrote as the total time in minutes. Then, fill in one oval, *AM* or *PM*, to indicate that the classroom observation occurred in the morning or afternoon.

(4) **Assessment Date (Grid #4).** Fill in the oval corresponding to the current month (Jan.–Dec.). In the boxes under the columns labeled *Day* fill in the current day of the month (01–31). In the boxes under the columns labeled *Year* fill in the year (e.g., 90). Then, go back to the boxes under which you wrote the date and year and fill in the ovals containing the corresponding numbers.

(5) **# of Students (Grid #5).** In the boxes indicated, write the total number of students present in the classroom you observed. Then fill in the ovals corresponding to the number you wrote. If the class has 1 to 9 students, fill in the leading 0 (e.g., 08 for 8 students).

(6) **Beginning Teacher Information (Grid #6).** On the lines indicated, fill in the beginning teacher's school, district, subject (if relevant), and grade level.

(7) **Assessor's Name (Grid #7).** In the boxes indicated, print your last name. Skip one box and print the first initial of your first name. If your entire name does not fit, make sure that your last name is complete and leave out your first initial. Go back and fill in the corresponding ovals with the letters of your name.

(8) **Assessor's SS# (Grid #8).** In the boxes indicated, write your social security number. Go back and fill in the ovals corresponding to each number, just as you did for the beginning teacher's SS#.

(9) **Incident Report Filed (Grid #9).** Fill in the oval marked Yes or No to indicate whether or not you or the beginning teacher filed an Incident Report concerning the observation.

(10) **Special Codes (Grid #10).** See Special Coding Instructions, if attached.

(11) **CCI RATINGS (Grid #11).** Record each Defining Attribute and Indicator rating. First, depending on whether you rated the teacher as *Acceptable* or *Unacceptable* on each defining attribute, fill in the oval (*a* or *u*) under the Defining Attribute columns labeled *Accept.* and *Unaccept.* Second, depending on whether you rated the teacher as *Acceptable* or *Unacceptable* on each indicator, fill in the oval (*A* or *U*) under the Indicator columns labeled *Accept.* and *Unaccept.* Finally, check your ratings to see if you have accurately recorded each indicator and defining attribute rating.

(12) Sign your name on the line below, verifying that the information you completed on the front of the form is accurate.

Assessor's Signature

Date Report Completed

Teacher Name:
Teacher SS #:

ASSESSMENT REPORT FOR BEGINNING TEACHERS

CCI INDICATOR & DEFINING ATTRIBUTES	02/25/93	03/11/93	11/15/93	12/10/93	03/15/94	
(Observation Number)	(1)	(2)	(3)	(4)	(5)	
IA. The teacher promotes a positive learning environment	A	A	A	A	A	
— Rapport	a	a	a	a	a	
— Communication of expectations for achievement	a	a	a	a	a	
— Physical environment	a	a	a	a	a	
IB. The teacher maintains appropriate standards of behavior	A	A	A	A	A	
— Rules and standards of behavior are maintained	a	a	a	a	a	
IC. The teacher engages the students in the activities of the lesson	A	A	A	A	A	
— Student engagement	a	a	a	a	a	
— Re-engagement	a	a	a	a	a	
ID. The teacher effectively manages routines and transitions	A	A	A	A	A	
— Effectiveness	a	a	a	a	a	
IIA. The teacher presents appropriate lesson content	A	A	A	A	A	
— Choice of content	a	a	a	a	a	
— Level of difficulty	a	a	a	a	a	
— Accuracy	a	a	a	a	a	
IIB. The teacher creates a structure for learning	U	A	A	A	A	
— Initiations	a	a	a	a	a	
— Closures	u	a	a	a	a	
IIC. The teacher develops the lesson to promote achievement of the lesson objectives	A	A	A	A	A	
— Lesson Development	a	a	a	a	a	
— Use of instructional arrangements and materials	a	a	a	a	a	
IID. The teacher uses appropriate questioning techniques	U	A	A	A	A	
— Cognitive level	u	a	a	a	a	
— Responding to students	a	a	a	a	a	
— Opportunities for student involvement	a	a	a	a	a	
IIE. The teacher communicates clearly, using precise language and acceptable oral expressions	A	A	A	A	A	
— Precision of communication	a	a	a	a	a	
— Clarity of speech	a	a	a	a	a	
— Oral expressions	a	a	a	a	a	
IIIA. The teacher monitors student understanding of the lesson and adjusts instruction when necessary	A	A	A	A	A	
— Monitoring for understanding	a	a	a	a	a	
— Adjusting teaching when necessary	a	a	a	a	a	

The Connecticut State Department of Education is providing this confidential report to the teacher for personal use only. No other official use or application of the information is authorized or implied.

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

March 31, 1994

BT Name
Address
City/State/Zip

Dear BT:

We are writing to extend our congratulations to you for successfully completing the performance assessments within the BEST Program. As indicated on the enclosed composite assessment report, you have met the required standard on all 10 indicators of the Connecticut Competency Instrument and have thereby achieved the Acceptable Performance Standard. Please note that your composite report is also being forwarded to your district superintendent, and the performance standard you have achieved is being reported directly to the Bureau of Certification.

Based upon the performance standard you have achieved, you are eligible for a Provisional Educator Certificate upon submission of an application to the Bureau of Certification, provided all other requirements are also met. Forms and directions for completing certification application forms may be obtained by calling the Bureau of Certification at (203) 566-5201. Be sure to return the completed forms within six weeks prior to the expiration of your current certificate. (Note: Holders of Durational Shortage Area Permits may need to complete additional requirements depending on their circumstances and should contact the Bureau of Certification to determine their eligibility for a Provisional Educator Certificate).

You can take great pride in your achievement during this induction phase of your career. We welcome your entrance into the profession, and we wish you a very rewarding career in teaching.

Best regards,

Raymond L. Pecheone
Chief
Bureau of Research and Teacher Assessment

Abigail L. Hughes
Chief
Bureau of Professional Development

Box 2219 • Hartford, Connecticut 06145

An Equal Opportunity Employer

Teacher SSN:
Name:
District:

CONNECTICUT STATE DEPARTMENT OF EDUCATION
COMPOSITE ASSESSMENT REPORT FOR BEGINNING TEACHERS
1993–1994

	CCI Indicator	Minimum Number of Acceptable Ratings per Indicator Required for Successful Completion of BEST Program	Number of Acceptable Ratings You Have Earned (Out of 5 Observations)
IA	Learning Environment	5	5*
IB	Behavior Standards	5	5*
IC	Student Engagement	4	5*
ID	Routines/Transitions	4	5*
IIA	Lesson Content	5	5*
IIB	Structure for Learning	4	4*
IIC	Lesson Development	4	5*
IID	Questioning	4	4*
IIE	Communication	5	5*
IIIA	Monitoring/Adjusting	4	5*

*You have met or exceeded the standard for this indicator.

Based on your most recent 5 valid assessments, the number of CCI Indicators on which you met or exceeded the requirement is 10.

You have thereby achieved the **Acceptable** Performance Standard and are eligible, upon application to the Bureau of Certification, for a Provisional Educator Certificate, provided other requirements are also met.

This composite report is being provided to you and your district, and the Performance Standard achieved is being reported to the Bureau of Certification.

This composite report is based on observations conducted on the following dates: 02/25/93, 03/11/93, 11/15/93, 12/10/93, 03/15/94.